April Draft Tennessee Standards for Instructional Leaders

Effective school principals must meet several standards of personal performance and ensure that the people and programs that make up the school work together to bring about identified, desired results. Effective principals ensure that school programs, procedures, and practices focus on learning and achievement of all students, including the social and emotional development necessary for students to attain academic success.

Standard A: Continuous Improvement

Implements a systematic, coherent approach to bring about continuous growth in student achievement

A1.   Engages the education stakeholders in developing a school mission, vision and goals that emphasize learning for all students and is consistent with that of the school district

A2.   Facilitates the implementation of clear goals and strategies to carry out the vision and mission that emphasize learning for all students and keeps those goals in the forefront of the school's attention

A3.   Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students

A4.   Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement

A5.   Develops collaborations with parents/guardians, community and school system leaders in the implementation of continuous improvement

A6.   Communicates and operates from strong ideals and beliefs about schooling

Standard B: Culture for Teaching and Learning

Creates a school culture and climate based on high expectations that are conducive to the success for all students

B1.   Affirms a school climate that provides evidence of values based on ethics, diversity, equity and collaboration with opportunities for shared leadership

B2.   Advocates, nurtures, and leads in sustaining a school climate and culture conducive to student learning that is consistent with the schools goals and mission

B3.   Promotes a safe, secure learning environment

B4.   Maintains effective discipline in the school and leads in developing self discipline and student engagement in learning activities

B5.   Facilitates and sustains a culture of learning for educators that protects teachers from issues and influences that would detract from their teaching time or focus

B6.   Develops team work, shared responsibilities and ownership

B7.   Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school

B8.   Leads educators in building relationships that result in a productive learning environment

B9.   Inspires and leads new and challenging innovations

B10.   Establishes and cultivates strong, supportive family connections

B11.   Recognizes and celebrates school accomplishments and acknowledges ==failures==

B12.   Establishes strong lines of communication with teachers, parents, students and stakeholders.

Standard C: Instructional Leadership and Assessment

Facilitates instructional practices that are based on assessment data and continually improve student learning

C1.   Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data

C2.   Leads educators and the school community in analyzing and improving curriculum and instruction

C3.   Ensures a rigorous curriculum with high expectations for all

C4.   Leads all educators in reading in the content area, writing across the curriculum and numeracy applicable to the subject

C5.   Leads educators and parents in a commitment to every adult being a teacher of literacy and numeracy

C6.   Uses current best practice while leading in the design and implementation of curriculum, instruction, and assessment that produces student learning

Standard D: Professional Growth

Impacts student learning and achievement by developing and sustaining high quality professional development and learning for an effective instructional team

D1.   Systematically supervises and evaluates faculty and staff

D2.   Promotes, facilitates and evaluates professional development of faculty and staff

D3.   Models continuous learning by engaging in personal professional development

D4.   Provides leadership opportunities for faculty and staff and mentors aspiring leaders

D5.   Works collaboratively with the community, faculty and staff to plan and implement professional development that promotes personal, organizational and subject area knowledge and skill development

D6.   Provides teachers with opportunities for professional development necessary for the successful execution of their jobs

D7.   Uses data to measure the results of professional development and plan for the continuous improvement of a unified instructional team

Standard E: Management of the Learning Organization

Facilitates learning and teaching through the effective management of building, fiscal, and technological resources.

E1.   Establishes a set of standard operating procedures and routines that are understood and followed by all staff

E2.   Focuses daily operation on the academic achievement of all students

E3.   Aligns financial and material assets and capital goods and services in order to allocate resources according to school priorities

E4.   Uses an efficient and effective budget planning process that involves staff and community stakeholders

E5.   Mobilizes community resources to support the school mission

E6.   Manages facilities and technological resources to support the schools mission

E7.   Is aware of details and undercurrents in the running of the school and uses this information to address current and potential problems

E8.   Implements a shared vision of resource management based upon equity, integrity, fairness, and ethical conduct

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Standard F: Ethics

Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy and/or political action when appropriate

F1. Manages all professional responsibilities with integrity and fairness

F2. Models and adheres to a professional code of ethics and values

F3. Makes decisions within an ethical context and respecting the dignity of all

F4. Serves as an advocate when educational, social or political change is justified

F5. Makes decisions that are in the best interests of students and aligned with the vision of the school

F6. Considers legal, moral and ethical implications when making decisions

F7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications

Standard G: Diversity

Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

F1. Involves the school community in appropriate diversity policy implementations, program planning and assessment efforts

F2. Recruits, hires and retains a diverse staff

F3. Recognizes and responds effectively to multicultural and ethnic needs in the organization and the community

F4. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation

F5. Recognizes and utilizes cultural, learning and personal differences as a basis for social and academic decision making

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